



SCHOOL LIFE

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AMERICAN SCHOOL BOYS AND GIRLS TO CORRESPOND WITH FRENCH.

Bureau of French-American Educational Correspondence
Established—System of Weekly Letters Planned.

With the approval of the Department of State and the United States Bureau of Education, and the co-operation of the French Ministry of Education, there will be operated in the United States, beginning with the coming school year, a National Bureau of French-American Education Correspondence, to be located at George Peabody College, Nashville, Tenn. The new bureau will promote correspondence between hundreds of thousands of pupils in France who are studying English and the pupils in America who are studying French.

The bureau will obtain from each teacher of French in the United States the list of pupils recommended for correspondence. Similar lists will be obtained from the teachers of English in France. For each pupil there will be given personal data as to age, sex, preparation, and main interests, so that the bureau may select the best-suited correspondents for each individual pupil. Boys will correspond with boys, and girls with girls. From the bureau, teachers in America will receive a list of carefully selected French correspondents, so distributed in all the representative French and Belgian centers and the war area that there will be the maximum benefit for the class as a whole. For French and Belgian classes, there will be a similar representation of American centers.

The plan is that the French and American correspondents exchange weekly educational letters, each writing first in his own language and later in the language of his foreign correspondent. Linguistic training will not be the only educational end served. Along with the letters, there will be a fine exchange of historical, artistic, geographical, manufactural, commercial, and home-life material and information, clippings, picture postals, kodak

(Continued on page 8.)

HOUSE PASSES RETIREMENT BILL FOR DISTRICT OF COLUMBIA TEACHERS.

Vote is 159 to 53—Congressman Fess Hopes Legislation "Will be Copied by States"—Many Members Pay Tribute to Work of Teachers.

The House of Representatives passed the bill on August 26 providing for retirement of teachers in the District of Columbia. The vote was 159 to 53. A similar bill passed the Senate at the last session, so there seems no doubt of the ultimate passage of the bill. The legislation will affect the 2,000 teachers now employed in the Washington city schools, some 50 of whom are eligible for immediate retirement.

The bill is of the contributory type. In his statement describing it Representative Mapes, chairman of the District Committee and sponsor of the bill, said:

It is believed that this bill is based upon the best and most approved principles of teachers' retirement legislation. Those interested in it have been working upon it for a number of years, and they feel that the bill comes as nearly being financially sound as it is possible to make this class of legislation. The principles adopted in recent legislation in New York, Pennsylvania, and Massachusetts

WHAT THE HOUSE BILL FOR TEACHERS' RETIREMENT PROVIDES.

There shall be deducted from the basic salary of every teacher in the public schools of the District of Columbia every year an amount sufficient, with interest at 4 per cent per annum, compounded annually, to purchase an annuity equal to 1 per cent of his annual basic salary for each year of his whole term of service. If a teacher teaches 40 years after this legislation goes into effect on an annual basic salary of \$800, enough money will have been deducted from his salary at the end of the 40 years to buy him an annuity for the rest of his expectancy of life after retirement of 1 per cent of \$800, or \$8, multiplied by 40, the number of years that he has been in the service, making \$320 per year.

It is figured that the deduction for teachers who enter the service and teach for 40 years will be approximately 4 per cent of their salary each year, or \$32 per year for the teacher who receives a basic salary of \$800 per year. The amount will be greater for those who enter the service later in life and for those who have been teaching a number of years at the time the law goes into effect, but the bill provides that the deductions shall in no case exceed 8 per cent of the teacher's annual basic salary.

have been followed in general outline in drafting the bill.

The bill has the approval of the great majority of the teachers of the District who will be personally affected by it, and is indorsed by the Board of Education, the Commissioners of the District of Columbia, and by various citizens' associations of the District. A bill similar in all essential features passed the Senate in the last Congress. That bill was submitted to a vote of the teachers of the District and about 94 per cent of them indorsed it unqualifiedly, the other 6 per cent criticized some of its features, but only 1 opposed it absolutely, and he stated that he did so because he did not believe in any form of pension legislation.

In the last few years special study has been made of the subject of teachers' retirement legislation by the National Educa-

tional Association and by the Carnegie Foundation for the Advancement of Teaching, with a view of formulating a plan which would avoid some of the pitfalls that the States have gotten into. It is attempted in this bill to incorporate the sound principles adopted by the different States and recommended by these organizations.

Contributory Plan.

It has been learned from experience that it is just as difficult to get something for nothing out of teachers' retirement funds as it is out of anything else. This bill does not attempt it. It adopts the contributory plan—every teacher in the service is obliged to contribute to the fund. It proposes to deduct out of his salary from year to year enough to buy a certain annuity for the rest of his life after his retirement, and to that annuity the District is to add its contribution of \$10 per year for every year that the teacher has taught in its schools.

The bill provides that there shall be deducted from the basic salary of every teacher in the public schools of the District of Columbia every year an amount sufficient, with interest at 4 per cent per annum, compounded annually, to purchase an annuity equal to 1 per cent of his annual basic salary for each year of his whole term of service. That means that if a teacher teaches 40 years after this legislation goes into effect on an annual basic salary of \$800 enough money will have been deducted from his salary at the end of the 40 years to buy him an annuity for the rest of his expectancy of life after retirement of 1 per cent of \$800, or \$8, multiplied by 40, the number of years that he has been in the service, making \$320 per year. It is figured that the deduction for teachers who enter the service and teach for 40 years will be approximately 4 per cent of their salary each year, or \$32 per year for the teacher who receives a basic salary of \$800 per year. Of course, it will be more for those who enter the service later in life and it will be more for those who have been teaching a number of years at the time the law goes into effect, but the bill provides that the deductions shall in no case exceed 8 per cent of the teacher's annual basic salary.

Hopes Legislation Will be Copied by States.

Congressman Fess, of Ohio, chairman of the House Committee on Education, expressed the hope that whatever teachers' pension legislation Congress passed might be used as a model by the States. He said:

"I think the schools of the District are being placed on a basis that ought to operate very largely as a model system

SOLDIERS' ORPHANS TO BE EDUCATED.

Canadian Province Plans to Look After Schooling Up to Age 19—Children of Deceased and Disabled Soldiers Affected.

To make certain that the education of soldiers' orphans shall not cease at age 16, when the pension aid stops, the Province of Saskatchewan, Canada, is planning a scheme of assistance that will carry the boy or girl for three years beyond age 16, or until he or she has obtained the standing required for entrance to the University of Saskatchewan or the Provincial Normal School. In a statement transmitted through the State Department, Jesse H. Johnson, American consul at Regina, says:

"The matter was introduced in the Saskatchewan legislature on February 1 of this year by Capt. F. B. Bagshaw, M. L. A., representing the Canadian soldiers in Belgium, who made a strong appeal for provincial assistance in educating the orphans of soldiers or the children of totally disabled soldiers. Premier Martin announced at the time that the matter would receive the serious consideration of the Government and expressed his warm approval of such a step.

"The Dominion order in council affecting pensions provides that the pensions payable on behalf of the children of deceased or disabled soldiers shall cease when such children, in case of boys, reach the age of 16, and in the case of girls, the age of 17.

for the whole country, and for that, as an additional reason, I am extremely anxious that whatever legislation on this particular issue is written shall be model legislation, that it may be copied, if necessary, by other sections and the States, perhaps.

"I said in the opening that I am not favorable to the idea of pensions inherently. It is more or less offensive to me. I would do as some suggested—pay better salaries to avoid the needs of a pension—but, my friends, you will not do it, and there is no use to talk about it, and that argument can not be practically urged against this measure for that very reason.

"When you arrange for a fund to retire upon, which is largely supported by the teachers themselves, as in this proposed measure, it cuts out the objections that might be had toward the pension system, and for that reason I think this bill is written on the right plan and will become a model throughout the country for public school-teachers' retirement."

"Capt. Bagshaw and Col. Cross stated, and Premier Martin agreed, that it was very desirable the education of such children should not cease by reason of inability of parents or guardians to provide their further education. The plan as now prepared makes the following provisions:

"The children entitled to benefit shall be residents of Saskatchewan, children of soldiers who at the time of their enlistment or drafting were residents of the Province of Saskatchewan. They will be children who have reached the age of 16 years, of deceased or totally disabled soldiers, on whose behalf the pension allowance has been made under any order in council with the Government of Canada affecting the pensions of members of the force.

"The amount of assistance will in no case exceed the sum of \$240 for the scholastic year, dating from September 1 in any year to June 30 in the year next following."

A KANSAS HIGH SCHOOL PRINCIPAL ON LOSING A GOOD TEACHER.

[From the Sumner County High School News-Letter.]

"It seems to be a mistake for the richest agricultural county in the State of Kansas to content itself with paying less than the highest wages for the teachers who provide the opportunity for education to the boys and girls of the county. A one-horse drayman did some work for the high school principal the other day, hauling tin cans and other junk away. Probably his services were not overvalued, but they were paid for at the rate of \$1,800 a year. The highest salary paid any teacher in Sumner County High School would have to be increased 20 per cent to equal the junk drayman's hire. The average salary of the lady teachers would have to be more than doubled if their work is to be valued by the community as equal in value to the work of the tin-can drayman."

A reading course established for graduate kindergartners by the Bureau of Education last year has resulted in an enrollment of readers from every part of the country.

The new Pennsylvania salary bill gives increases of 25 per cent to teachers receiving less than \$100 a month, 20 per cent increase to those between \$100 and \$150, 15 per cent between \$150 and \$200, and 10 per cent for all over \$200.

SCHOOLS TO HAVE GEOGRAPHIC NEWS BULLETIN SERVICE.

National Society's Bulletins Now Available to Teachers Without Cost—Will Aid in Teaching History and Geography.

HOW TO GET THE GEOGRAPHIC NEWS BULLETINS.

The bulletins prepared by the National Geographic Society for the use of schools are issued every day except Sunday, and the set of six will be sent weekly to schools upon written request to the Bureau of Education, Washington, D. C.

Teachers may apply individually; principals may apply for copies necessary for teachers (not for individual pupils) and for their school library. School superintendents desiring copies for their entire teaching force should correspond with the Bureau of Education as to methods of sending in quantities.

Schools throughout the country are to have the Geographic News Bulletin service without cost, as a result of arrangements just completed between the National Geographic Society and the Bureau of Education.

These news bulletins, linking the places and the peoples in the daily news with their geographic and historic backgrounds, already are supplied to more than 500 newspapers.

Many schools have requested that these bulletins be sent to them direct. Hitherto the National Geographic Society was compelled to deny these requests, but through the arrangement of the society with the Bureau of Education they will be sent, upon application, to teachers and to school libraries, free. Not more than one copy per teacher can be furnished.

This arrangement has been made by the bureau and the society because these bulletins are considered one of the most valuable outside aids the teacher and pupil can have in the study of geography, history, literature, and the languages. Not only do present conditions afford a peculiarly opportune occasion for better teaching of geography, but for enriching the teaching of the other subjects mentioned.

In making the offer in behalf of the society, Mr. J. R. Hildebrand says:

"The war may have turned the world abruptly to new paths and unknown ways; but, from the teacher's standpoint, it has blasted amazing communication trenches with the past.

"Consider. When you studied Shakespeare and Bullfinch, your interest in 'Othello' was not intensified by finding that Cyprus, scene of a part of that play, and the place where Aphrodite was born of the sea foam, was mentioned in newspaper headlines.

Strange Sounding Names.

"Back in 1914 the front pages of newspapers began to be peppered with strange

sounding names of obscure places and little known peoples. The National Geographic Society was the target for frantic inquiries about these new settings and actors in the world drama. It was to meet this demand for accurate information that the society instituted the Geographic News Bulletins.

"If this tidal wave of new geography hit the newspapers first, its full swell now is upon the schoolhouses. As citizens, teachers recognize most keenly that the war has made the world a new place to live in; and, professionally, they know that it has made the schoolroom a different place to teach in.

Bermuda Supplied Colonial Powder.

"If you are a history teacher you will remind your class, when there is talk of ceding Bermuda to the United States in part payment of England's war debt, that Bermuda supplied the powder with which the colonial troops drove the British out of Boston.

"If you are a geography teacher, a widely advertised visit of an Abyssinian mission will be the time to impart to pupils something of that far away kingdom of the erstwhile King Menelik, who never saw a modern building, nor an ocean liner, but ruled his kingdom by long distance telephone.

"It is such contacts as these that the Geographic News Bulletin service of the National Geographic Society seeks to make. Pupils to-day are studying maps, classics, and histories about places they see mentioned in the morning newspapers and hear discussed at the evening meals.

"The school children of America had some 2,000,000 fathers, brothers, uncles, or friends, overseas who are coming back to tell wonderful tales about the colonial troopers, the coolie laborers, the swarthy fighters, the alien hostesses, they met in that latter day Babel behind the lines in France.

AUCKLAND SEEKS PRINCIPAL FOR TRAINING SCHOOL.

Auckland, New Zealand, is seeking a principal for the Auckland Training College, and has asked the aid of the Bureau of Education in bringing the attention of American schoolmen to the vacancy.

In his announcement Secretary E. C. Purdie, of the Auckland Education Board, says:

"The salary is £650 a year, increasing by annual increments to £700 a year, and there are no other emoluments. Actual traveling expenses by direct steamer will be paid on arrival at Auckland. The principal will be expected to reach Auckland by February 1, 1920.

"He will be required to give his whole time to the duties of the office, such duties to include, *inter alia*, the general control of the training colleges and of the normal schools (two at present) connected therewith. He will, with the concurrence of the University College, act as professor or lecturer on education at the Auckland University College. He will not be at liberty to undertake any other tuition or educational work of any kind whatever.

"Three years' employment will be guaranteed, the engagement to be afterwards terminable by six months' notice on either side at any time."

Applications will be received until October 31, 1919. They must be made on printed forms, which may be obtained by addressing the United States Commissioner of Education, Department of the Interior, Washington, D. C.

"These same children are hearing discussions of the new neighbors, probable mandatories, and overseas customers America will have. When they have read in the papers that Geneva has been made capital of the league of nations, Byron's 'Prisoner of Chillon,' Calvin's firm rule, and the birth of the Red Cross Society will not seem such far-away things to them, if someone makes the mental connection.

Geography Grips the Average Boy or Girl.

"Nothing short of religion grips the average boy and girl so hard as geography—which is neither a sacrilegious nor a far-fetched comparison when you consider that geography has to do with where the things he eats and wears and drinks come from; with the places that he dreams about and wishes to visit some day; and from this subjective interest his curiosity accrues, in snowball fashion, in how the other fellow, in Greenland, in Patagonia, in Samoa, works, plays, lives, and thinks."

SCHOOL LIFE

Official Organ of the United States Bureau of Education, Department of the Interior.

Editor, W. CARSON RYAN, JR.

Terms: SCHOOL LIFE is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

Remittances should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be made by cash or money order. Stamps are not accepted.

EDUCATION TO CHECK EXTRAVAGANT BUYING.

A campaign of education to check the "orgy of extravagant buying that is now going on in America and is one of the most serious causes of the inflation in prices" will be carried into the schools this fall by the war-savings societies, according to announcements by the Treasury Department. William Mather Lewis, director of the Savings Division, has urged the 6,000,000 members of savings societies throughout the country to work for larger membership and to show the people that prices can not be lowered except by the systematic practice of thrift and increase of production.

Mr. Lewis declared that the savings societies in the schools should redouble their efforts to urge the practice of economy among students—and great stress should be placed upon the importance of this as it applies to students in high schools and colleges. Every individual, by denying himself in a few of the many ways that are open to him, can do much toward helping bring conditions back to normal, he said. The continued purchase of war-savings stamps, he declared, was a very effective means of consolidating saving and investment, so that the capital of the Nation may be used toward the great increase in production necessary.

Never was thrift education in the broadest sense so necessary as to-day. The schools can do a real service here that the Nation will understand and appreciate.

CHEAPNESS IN EDUCATION.

One of the most hopeful signs in education is the growing recognition by the public of the wastefulness of cheap education. Poor education is almost worse than none, and the community that com-

promises with its children by paying the person who is responsible for their training less than enough to keep body and soul together usually gets about what it deserves.

"Underpaid people are the most expensive," remarks the Strasburg (Va.) News in an editorial which the Richmond Virginian considers "so timely and so applicable to conditions in a large number of Virginia counties and cities that we take pleasure in printing it."

The Virginia editor says, in words that are applicable to many other States besides Virginia:

"It is absolutely a waste of money to put poor teachers in the classroom. So much money might as well be poured into a hole. With all due respect to any people who might have been bearing the cross of the underpaid teacher, a person who will work for an average of \$27 per month in these times surely lacks the ambition that ought to be standing before our boys and girls day in and day out as an example of success. We don't want anything but the real robust type of doers to be the teachers of our children, and it is a mistake to fill the schoolrooms with anything but the best trained.

"Again, it is absolutely a waste of money to operate the schools in a parsimonious manner. The average cost of educating high-school pupils is in this county \$37.07 per year. The average cost of high-school education as listed for the average high school of the United States as given in the report of United States School Commissioner Philander P. Claxton is something over \$80 per year per child. Shenandoah County is almost \$50 under the average estimate for good schools. In Los Angeles and Milwaukee and Denver and St. Louis and New Orleans and other great centers that have risen to exemplary heights in education, the cost of educating each child per year in the high school is about \$125. This shows that Shenandoah County is far in the rear of educational expenditure. And it means that she will have or is having poor schools.

"You can't expect a man to stay in Woodstock or Strasburg and be the head of the schools and get \$100 per month for his labor. Every man equipped for such work has at least made an educational investment in himself amounting to \$3,500 or \$5,000, to say nothing of the 6 or 8 years of his most virile manhood he gave. Furthermore, the county wants to pay a girl \$27 per month the year round and then thinks she is losing interest in her work unless she goes to a summer school to keep in the pink of teaching condition. It surely develops ingenuity among the teaching force

to try to make both ends meet, for no one but a wizard could accomplish such a feat.

"Furthermore, underpaid people are the most expensive. Make teaching a lucrative position and there will come to it an army of interested, zealous people, instead of a troop of people who are just going to teach to fill in with their farming or to kill time from the high-school graduation until marriage."

OPPORTUNITIES FOR ADVANCED STUDY AT EDINBURGH.

Copies of a pamphlet issued by the University of Edinburgh describing opportunities for advanced study in that university have been furnished to the Bureau of Education for distribution on request of American graduate students interested in study abroad.

In the pamphlet the Edinburgh authorities point out that it is expected the degree of doctor of philosophy will be open to students beginning their post-graduate course next session.

Candidates for this course, which is new to the universities of Great Britain, must be not less than 21 years of age at the time of their admission to study for the degree, must previously have pursued a course of university study extending over not less than three years, and must undertake to prosecute their studies or research during a period to be approved by the Ph. D. committee, which shall be not less than two academical years. At the close of the period of special study and research the candidate is required to present a thesis embodying the results of his work, and a written or oral examination may also be required. No candidate will receive the degree unless the examiners have reported that his work, as embodied in his thesis and tested by examination (if any), constitutes an original contribution to knowledge. The pamphlet contains a list of American colleges and universities which will be recognized in computing attendance preliminary to admission for the degree.

Advanced courses are outlined in classics, English, French, German, Semitic languages, logic, metaphysics and history of philosophy, ethics, psychology, education, pure mathematics, applied mathematics, natural philosophy, history, economics and commerce, astronomy, chemistry, natural history and zoology, botany, geology, engineering, entomology, theology, law, and medicine.

Copies of the pamphlet will be sent free on application to the United States Commissioner of Education, Washington, D. C.



U. S. School Garden Army

HAND-GRENADE BANKS FOR SUCCESSFUL GARDENERS.

Under the direction of the savings directors of the 12 Federal reserve districts the following plans have been worked out for the distribution of hand-grenade banks.

1. Every boy or girl must earn the money himself, or herself.

2. A story must be written telling how the money is earned.

3. The money must be earned during this garden season.

4. Pupils under 10 years of age must earn enough money to buy one war savings stamp, that costs \$4.18 in July and \$4.20 when school is opened in September. Pupils over 10 years of age must earn two savings stamps in order to obtain a grenade bank.

5. The plan of distribution of the grenade banks in the different Federal reserve districts varies. Principals and teachers should communicate with the director of the districts as to the method of obtaining the grenade banks. The following list gives the name and address of the directors of each of the 12 Federal reserve districts:

District No. 1.—Boston, Mass.: Mrs. F. L. Higginson, 95 Milk Street.

District No. 2.—New York City: Guy Emerson, Federal reserve bank, 120 Broadway.

District No. 3.—Philadelphia, Pa.: E. McLain Watters, 1431 Walnut Street.

District No. 4.—Cleveland, Ohio: P. B. Beery, manager of war savings, 1307 Swetland Building.

District No. 5.—Richmond, Va.: Albert S. Johnstone, manager, Liberty loan department, 805 East Main Street.

District No. 6.—Atlanta, Ga.: Silas W. Davis, director of savings, War Loan Organization, Federal reserve bank.

District No. 7.—Milwaukee, Wis.: J. H. Puelicher, 415 East Water Street.

District No. 8.—St. Louis, Mo.: L. N. Wilson, War Loan Organization, 210 North Broadway.

District No. 9.—Minneapolis, Minn.: Arthur R. Rogers, chairman, War Loan

District No. 11.—Dallas, Tex.: Frank M. Smith, Federal district director, War Loan Organization, Praetorian Building.

District No. 12.—San Francisco, Calif.: Samuel Hubbard, Federal reserve bank.

The Bureau of Education is asking teachers to report the number of Garden Army soldiers who earn enough money to secure hand-grenade banks.

ANNOUNCEMENT.

To the Leaders and Friends of the United States School Garden Army.

At the expiration of his leave of absence Dr. J. H. Francis, formerly Director of the United States School Garden Army, has returned to his work as Superintendent of the Columbus (Ohio) Public Schools. The generous spirit of cooperation of the Columbus Board of Education in loaning Dr. Francis to the United States Bureau of Education is highly appreciated. During the past year the greater part of the Public School Departments and many Parochial Schools in the larger cities and towns have conducted garden work with children and three million girls and boys have enrolled in the United States School Garden Army. Many educators have spoken highly of the results accomplished. These results were made possible through the cooperation of superintendents, principals, and teachers.

The United States School Garden Army will be continued during the coming year. The same general policy will be followed. School directed gardening should be made a definite part of the work of every city and town school. As the garden work is done during out-of-school hours, time for academic studies will not be reduced.

In assisting the promotion of this work we hope to prove ourselves worthy of the same loyalty that superintendents of schools, teachers, and children have shown in the past. Requests for assistance in organizing and promoting garden work will be welcome. The garden lessons and posters will be sent on request to those who have organized companies. Let us band ourselves together to promote school and home garden work in the cities and towns in the United States and all try to live up to the motto, "A Garden for Every Child and Every Child in a Garden."

Yours, sincerely,

J. L. RANDALL,
Director.

Organization, 417 First National So Building.

District No. 10.—Kansas City, Kans.: John T. Wayland, director, war savings section, Federal reserve bank.

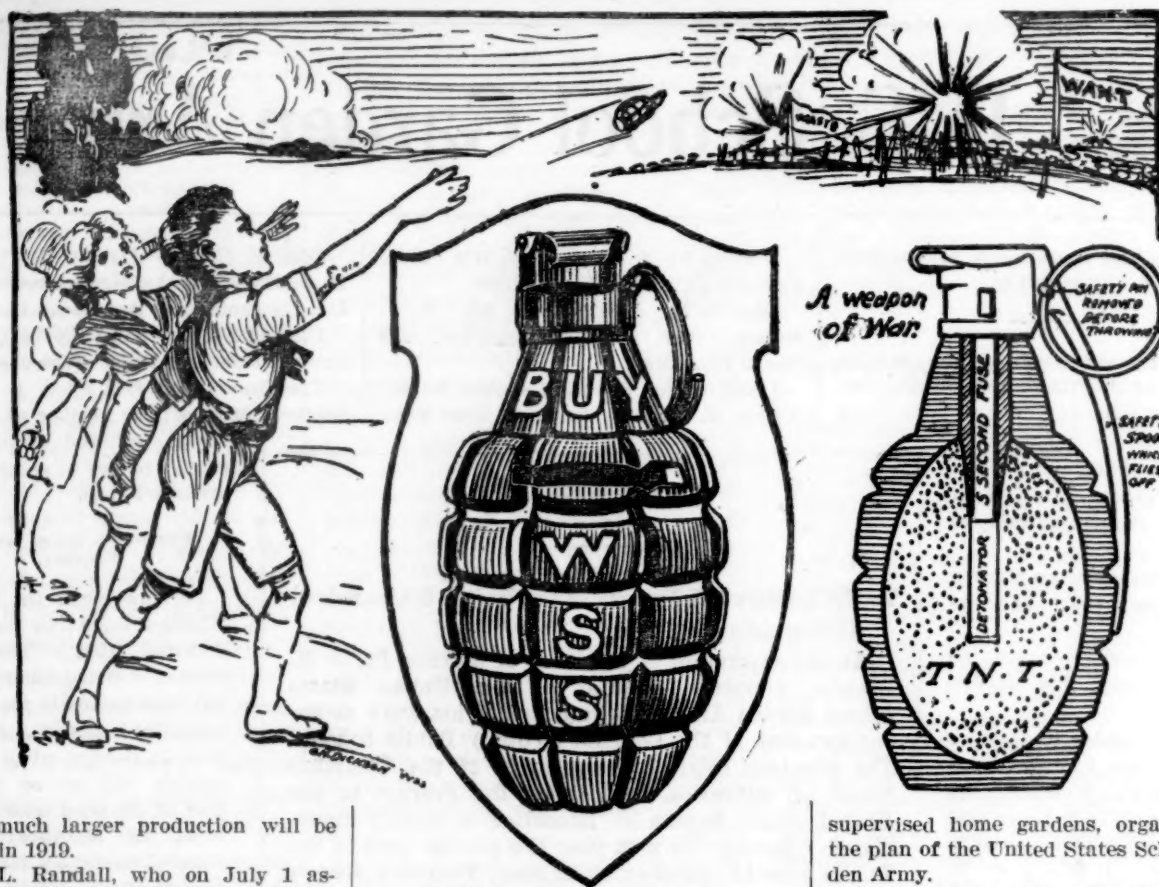
built its fabric"—cultivated, in 1918, some 30,000 acres of land that would otherwise have been nonproductive, and produced \$15,000,000 of foodstuffs. Results up to the present time indicate that

Fulfilling a School Garden Prophecy.

Perhaps when Dr. Charles W. Elliot, some four years ago, declared that "The most workable, living laboratory of any dimensions is the school-supervised garden, and the time is coming when such a garden will be as much a part of the good school equipment as blackboards and charts," he did not foresee the United States School Garden Army of 1919, with its millions of young soldiers; but, nevertheless, his prophecy is to-day well on the way toward nation-wide fulfillment, as the history of the United States School Garden Army demonstrates.

While the tangible results of the work of the millions of children enlisted in the United States School Garden Army, in the United States, Hawaii, Porto Rico, and the Philippine Islands, are of great magnitude, yet the intangible results are infinitely greater.

As a matter of fact, the United States School Garden Army of the Bureau of Education, Department of the Interior, has been "raising citizens in school-supervised gardens." It is said that—"In the garden the child has learned to help pull the load," and the little soldiers who carried over their shoulder the hoe and rake—"the tools by which human society has



a very much larger production will be realized in 1919.

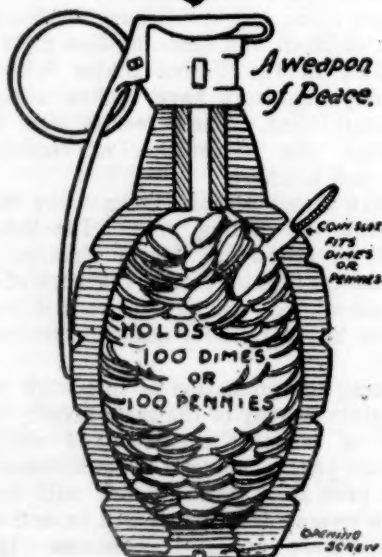
John L. Randall, who on July 1 assumed his duties as Director of the United States School Garden Army, in referring to the economic aspects of the work of the United States School Garden Army, says that, according to estimates made a few years ago, the average cost of vegetable foods for a family of five persons for one year was in excess of \$120, and since that time the increase in the cost of vegetables has been from 100 per cent to 900 per cent, the highest peak of increase.

"From an educational aspect the value of school-supervised home gardening is of great importance," says Mr. Randall, "as dealing with living, growing plants of economic value reveals to a child his place in nature and the economic relation of production to human life, and through regular work in the garden the child establishes early habits of regularity and industry.

"Work in the fresh air and sunlight hardens the muscles, expands the chest, and by improving the physical condition improves the efficiency of the sedentary brain work of the schoolroom. Regularity of occupation keeps the child out of malicious mischief that leads to the juvenile court.

"Early interest in gardening," adds Mr. Randall, "creates a love of the soil that will lead to a pleasant and profitable vocation or avocation in later life."

Possibly the biggest, and certainly the most outstanding, feature of the work of the School Garden Army, in which more



Reproduction of material used in the Hand-Grenade Campaign by the School Garden Army.

than 2,000,000 children are now enrolled, is the spirit of national cooperation that it has developed. Governors of States that differ widely in political beliefs, parochial, private, and public-school officials, chambers of commerce, and labor organizations, the General Federation of Woman's Clubs, and the National Council of Women have united in working for the development of the child through the medium of school gardens and school-

supervised home gardens, organized on the plan of the United States School Garden Army.

Mr. Randall points out that school children in the city homes are almost exclusively consumers, and that in many instances the economic pressure on the home is so great that many children are required to leave school before the seventh grade is reached, and even then the earning power of children when working full time is small, whereas by furnishing vegetable food for the family the child could be of great economic value to the home and remain in school at the same time.

BETTER SALARIES FOR COLLEGE TEACHERS.

Two hundred and thirty out of the 300 colleges and universities on the mailing list of the Bureau of Education answering a questionnaire as to the salaries of college teachers report that they have made some increases. A detailed list of the institutions making the increases, with the percentage of increase in each case, is given in Higher Education Circular, No. 15, just issued.

Increases of 10 per cent or more were granted for the year 1918-19 to full professors by 134 institutions, to assistant professors by 96 institutions, and to instructors by 97 institutions. For the coming academic year (1919-20) over 10 per cent increase will be paid to full professors in 104 institutions, assistant professors in 83, and to instructors in 65.

FOREIGN NOTES

PROMOTING AGRICULTURAL EDUCATION IN ONTARIO.

Stimulation of agricultural interest in the youth of the Province of Ontario, Canada, is an important part of the program for agricultural education in that Province, according to Consul F. S. S. Johnson, stationed at Kingston. Consul Johnson says:

"For the boys and girls there are to be 300 autumn school fairs, each displaying the better varieties of seed and superior live stock. Classes for the study of agriculture, partly interrupted by the war, are to be resumed. Many innovations are to be made, including the establishment of schools in each county, taking in an aggregation of over 1,000 young men over 17 years of age."

BUREAU OF EDUCATION STUDIES PENNSYLVANIA TOWNSHIP.

On the invitation of the county superintendent of Adams County, Pa., the local school board, and the community association, the Bureau of Education has recently made a study of Mount Joy Township, to determine the feasibility of consolidating seven 1-room schools at a point to be decided upon by representatives of the bureau. Mrs. Katherine M. Cook and Walter S. Deffenbaugh, both specialists in rural education in the Bureau of Education, made the study. The report of the investigation will be printed as a bulletin of the Bureau of Education to show conditions and to suggest what can be done in thousands of townships and districts in the United States.

ENGLISH CITY INCREASES TEACHERS' SALARIES.

A new scale of teachers' salaries, involving an increased expenditure of \$140,933, was adopted by the Nottingham educational authorities on July 16, 1919, according to a report from Vice Consul Leroy Webber.

The maximum rates for the principals of secondary schools are advanced from \$2,433 to \$3,893; senior masters from \$1,460 to \$2,190; senior mistresses from \$1,338 to \$2,068, with the same scale of increases applicable to teachers of similar grades employed in the preparatory schools.

The changes in the salaries of those employed in the elementary schools are as follows:

Accommodation of school.	Old scale.	New scale.
Male teachers:		
Up to 250.....	\$1,070-\$1,216	\$1,508-\$1,703
250 to 400.....	1,216- 1,362	1,751- 1,946
400 to 500.....	1,362- 1,703	1,990- 2,190
Female teachers:		
Up to 250.....	730- 876	1,362- 1,508
250 to 400.....	876- 976	1,557- 1,849
400 to 500.....	973- 1,703	1,751- 2,068

The fixed salary to rise to the maximum by annual increments of \$75, subject to reports, and promotion to the next higher grade to be made in recognition of work.

The class teachers will benefit under the new increase as follows:

First assistant mistresses (in mixed schools under master) to receive \$50 above principal assistant rate.

Principal assistants, \$100 above immediate increment on appointment. Maximum, \$100 beyond that of certificated assistants.

Certificated assistants.

Old scale.	
Male.	Female.
\$535-\$876	\$487-\$632
New scale.	
Male.	Female.
\$535-\$1,557	\$535-\$1,362

The uncertificated teachers, who in the past were paid at a very low rate, will in the future be able to reach a maximum of \$1,168 for male teachers, an increase of \$632 over the old scale; and \$1,070 for female teachers, an increase of \$583 as compared with the old rate.

In place of the set merit grade, the authorities reserve the power to adjust exceptionally any salary, including the granting of increments beyond the maximum, according to the length of service, added responsibilities, additional qualifications, or special report.

COOPERATIVE COURSE FOR TEACHER-TRAINING.

Rhode Island Normal School and Rhode Island State College announce a new cooperative course for training teachers. Any graduate of a four-year high school may enter either institution, and, after

FEW COURSES IN HIGHWAY ENGINEERING.

Road-Building Programs Create Demand for Highway Engineers—Bureau of Education Seeks Facts.

In an effort to find out to what extent the engineering schools of the country are equipped to meet the demand for highway engineers that is coming as a result of Federal and State road-building programs, the Commissioner of Education has sent a letter of inquiry to the presidents of universities and deans of colleges and schools of engineering. In his letter Dr. Claxton says:

"The United States and almost all the States are undertaking an extensive program in road building involving the expenditure of many hundreds of millions of dollars. The Federal Government has made large appropriations. States and counties are voting bonds in large quantities. The movement is comparable to that for railroad construction three or four decades ago. For the next 10 or 20 years there will be a demand for a large number of highway engineers of the best type, and unless they are supplied in sufficient quantity much of the money appropriated for roads will be wasted.

"Upon investigation the Bureau of Education finds that comparatively few higher institutions in this country offer definite curricula leading to a degree in highway engineering, although subjects relating to highway engineering are generally taught to some extent in connection with the usual civil engineering courses.

"Information in regard to courses offered in highway engineering and the number of students taking them will be of great value to the country at this time."

two years of successful study, transfer to the other for two years of additional study. At the completion of the four-year course in college and normal school, or normal school and college, the student may be graduated with the degree of bachelor of education from the college and the diploma of the normal school. The plan also provides for an exchange of members of the faculties as well as of students, on a part-time teaching arrangement. Three members of the normal-school faculty have been elected to professorships in Rhode Island State College.

URGES IMPORTANCE OF SALESMANSHIP STUDY.

Widening Scope of Commercial Education Described by Supt. Thompson—Special Aptitudes of Boys and Girls Should be Considered.

"In no field of commercial education is there greater activity or need for educational facilities than in that of retail selling and retail store service," says Supt. Frank V. Thompson, of Boston, in his review of commercial education for the Bureau of Education.

"In the immediate future plans for meeting this need should be developed. This attempt will mean the development of a new department of business education, with specially qualified teachers and with methods of procedure specifically adapted to secure the ends sought.

Many Cities Experimenting With Salesmanship.

"At the present time many cities are experimenting with courses in salesmanship, or, better named, retail selling. It would appear that the procedure of industrial vocational education had more in the way of suggestion for courses in retail selling than have our older courses in clerical practice. We have seen that our long-established commercial education has followed the academic procedure of the high school in teaching commercial subjects without field practice. Those best qualified to judge consider that salesmanship can not be effectively taught from textbooks alone unsupplemented by actual practice under supervised conditions. We can not expect that salesmanship can develop as rapidly and with the same facility that clerical commercial education has shown."

Abnormal Demand for Clerical Workers.

"During the conditions of war and the stimulation of the labor market, the need for clerically trained commercial workers has been more apparent than that of other commercial occupations. The wages offered for clerical workers has grown with the unusual demand. This condition may be expected to retard for the present the development of the teaching of salesmanship. Even under normal conditions the teaching of salesmanship has been involved in the social prejudice which seems widespread, namely, that the commercial employment of selling goods does not equal (in the minds of pupils and parents at least) the social grade that clerical workers enjoy. Particularly with girls the vocational motive is as apt to be found in social esteem as in the wage offered. Employers of labor seeking trained sales people will need to do much in the way of affecting public

opinion concerning the worth and dignity of the sales person before our pupils in public schools may be expected to elect training in salesmanship in preference to the present esteemed clerical occupation. Various investigations, such as Cleveland and Minneapolis, have shown that selling is more seasonal in character than in clerical work. However, any analysis of the process of selling will show that it is an art for which training may be offered as truly as that of clerical occupation, but as long as there is keen competition, both in wages and in social esteem among various commercial occupations, we may expect that boys and girls will still resort in greater numbers to the long established and tried clerical occupations.

A Hopeful Sign.

"One of the most hopeful signs of a more adequate conception of the province of commercial education is the recognition that there are many commercial occupations other than those of book-keeper and stenographer; that no boy or girl should be encouraged to apply for, or to accept, any position for which he or she is not qualified by maturity, general education, and special training; that the special aptitudes of boys and girls should be taken into consideration in determining the kind of position for which each one should be trained, and that new types of commercial education must be developed to meet newly discovered needs in the field of business training."

NEW EDUCATIONAL LAWS IN RHODE ISLAND.

The Rhode Island General Assembly at the 1919 session enacted an Americanization law requiring the establishment of evening schools or day continuation schools for teaching the English language in every town in which there may be 20 persons between the ages of 16 and 21 years who can not read, write, and speak the English language with reasonable facility. Attendance is compulsory for 200 hours per year under penalty of fine or imprisonment during minority. The State board of education establishes standards for "reasonable facility." Other educational legislation provides additional State support for the payment of salaries of superintendents of schools, increased salaries for the assistant commissioner of public schools and clerks in the commissioner's office, raising the minimum salary for teachers to \$500, teaching fire prevention in school, and for education of crippled victims of industry at State expense.

KINDERGARTENS IN MANY SMALLER TOWNS.

Statistics just compiled by the kindergarten division of the Bureau of Education show that approximately 21,085 children were enrolled in kindergartens in towns under 2,500 population during the year 1918, in charge of 599 kindergarten teachers.

The banner States for kindergartens in smaller places appear to be Michigan and Wisconsin, the former State with 110 kindergarten teachers and 4,105 pupils, the latter State with 78 teachers and 2,990 children in attendance at kindergartens in smaller towns. California has 57 kindergarten teachers and 2,037 pupils in cities under 2,500 population; Iowa, 59 teachers and 1,750 children; New Jersey, 49 teachers and 1,912 pupils, and Nebraska, 62 teachers and 1,746 children. The Nebraska figures indicate a special effort to reach the smaller towns with kindergarten facilities.

AMERICAN SCHOOL BOYS AND GIRLS TO CORRESPOND WITH FRENCH.

(Continued from page 1.)

views, etc., leading up to the deepest exchanges of human sympathies and ideals, that will reinforce international good will.

All the correspondence coming to the members of a given class will be kept on a bulletin board for the benefit of teacher and class. At general exercises in the schools, the foreign-language classes may present the most interesting phases of the correspondence to the entire school. The bureau will issue bulletins to the teachers, showing how to direct the pupils in this correspondence. Colleges and universities, private classes and clubs, as well as high schools, are included in the plan.

George Peabody College for Teachers, Nashville, Tenn., will furnish the housing and general administration. It is planned, if funds permit, to establish within a few months, also, a Spanish-American bureau for all schools where Spanish is taught.

Through the cooperation of the French Ministry of Education, all the schools, lycées, colleges, and universities of France are responding to the movement, so that many lists of French correspondents are already being received. Any institutions in America where French is taught or where there are students who can read French, as well as all private classes, clubs, or study circles, will be served by the bureau. Literature and enrollment blanks will be sent throughout the country. Any institutions or classes not otherwise reached may write to the bureau.